**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.0A.1**  **The Envision Lesson: 2-8** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | number sentence |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Problem of the Day : Matthew is 8 years old. Daniel is 7 years older then Matthew. How old is Daniel? Partner response.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Sample problem what would number sentence be? Write numbers sentence to go with problem, add a picture. Ask what their numbers sentences are during whole group instruction. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Counters 2. Will each student have enough materials to model the problems? Yes   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? Math Journal 2. How will you check for understanding during this phase of the lesson? check math journal 3. Will you use the *Extend? If concept is secure* 4. Will you use the *Link to Investigations*? If time is available | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Visual Learning Animation* (on-line or CD) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students do more problems on paper with space to write number sentences made | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Check independent practice | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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